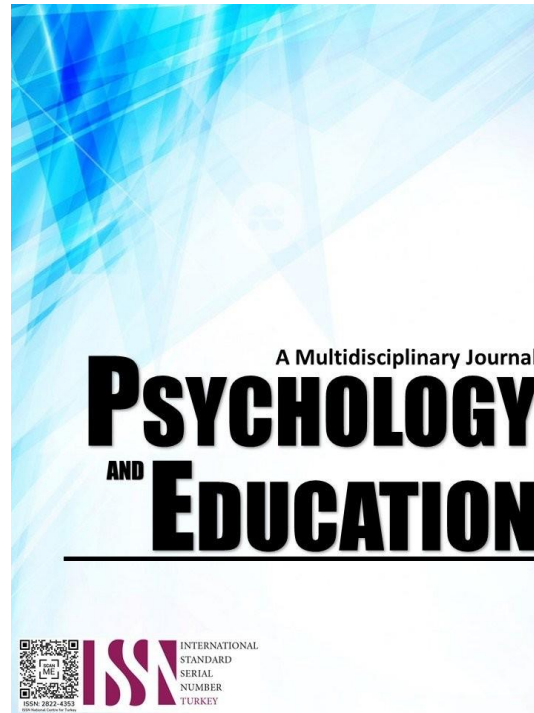


CASE STUDY ON KABANKALAN NATIONAL HIGH SCHOOL SENIOR HIGH SCHOOL OFFERING



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Case Study on Kabankalan National High School Senior High School Offering

Jesusa G. De La Paz*, Jonathan M. Gerangue

For affiliations and correspondence, see the last page.

Abstract

This case study was conducted to investigate the implementation of Senior High Program in Kabankalan National High School (KNHS). KNHS is one of the biggest schools in the SDO of Kabankalan City that offers senior high school curriculum. It offers three (3) academic strands: Humanities and Social Sciences (HUMSS), Accountancy, Business and Management (ABM), and Science Technology, Engineering and Mathematics (STEM) and two Technical Vocational and Livelihood (TVL) specializations – Cookery and Shielded Metal Arc Welding (SMAW). This is the only school in the Division that offers Special Education (SPed) to learners with disability. The school operates through the downloaded funds from Maintenance and Other Operating Expenses (MOOE) used for school maintenance, safety and security of the learners and school personnel. To ensure that resources from the government and other stakeholders are spent judiciously, the school crafted the School Improvement Plan (SIP) which contains the Annual Implementation Plan (AIP), Annual School Budget (ASB) and Annual Procurement Plan (APP). AIP 2023 focused on the Intermediate Outcomes (known as the 4 Pillars) Access, Equity, Quality, and Learner's Resiliency & Well - Being, and the enabling Mechanism which is the Governance that are reflected in the Basic Education Development Plan (BEDP) of the Department of Education (DepEd). In spite of the limited resources and pressing issues and concerns the school has encountered, it has implemented the senior high school curriculum. Through the support of the internal and external stakeholders, continued technical assistance given by the personnel in the three functional divisions – Curriculum Implementation Division, School Governance and Operations Division, and Administrative Division of Schools Division of Kabankalan City, the school has provided access to learners within the school's catchment areas.

Keywords: *implementation, case study, learners, offering, basic education development plan*

Introduction

Education is the most vital tool to have a quality and productive life. It encourages everyone to pursue and strive hard to gain knowledge and skills to be used in their daily lives. Aside from that, it hones everyone to be critically thinker and be creative to cope and handle different life challenges that may come along the way. Education gives every person a great motivation and opportunity to discover and enhance his or her own talents and abilities so that they can choose their own career path.

However, at the height of the pandemic, there were challenges encountered in the Basic Education system. Esparar et al. (2022) stated that the COVID – 19 pandemic posed various challenges to sectors, including education. Pinner and Ambrose (2020, as cited in Esparar et al., 2022) mentioned that the COVID-19 pandemic had resulted in an unprecedented disruption to schools and learners, since schools were closed from March 2020 with only the children of key workers and those identified as vulnerable being invited to attend. These problems posed additional challenges along with the scarce resources already encountered by education sectors. Thus, the Schools Division Office of Kabankalan City crafted its BE-LCP aimed at providing learners the learning

environment under the new normal (Esparar et al., 2022). This Division BE-LCP was the basis for the School BE-LCP that proved the school's resilience and adaptability in addressing the needs of the learners through education.

In the global community, the problem is also felt. That is why education has been given the most consideration among everything else because it has proven that through it, the country's future is determined. To ensure that children are given the best education they deserve, educator sectors must ensure everything is in place and it starts with the curriculum. To align the country's curriculum and to meet the needs of the global market or for the Filipino graduates to become globally competitive the Philippine education system adapted the modern and more dynamic curriculum thus, it implemented the K to 12-year program.

The K to 12 education reform was fully implemented in the school year 2011 - 2012 as compulsory education starting kindergarten and secondary education was extended to two years making it six years in total. The students first started senior high school in the year 2016, thus the senior high school diploma was first awarded in the year 2018. However, in Kabankalan National High started its full implementation of Senior High Program in the year

2018 due the presence of various problems that hinder its full implementation.

The school operates through the allocated MOOE from the national government and other school resources from various stakeholders. It is used on the implementation of programs, projects, and activities (PPAs) of the school. It is also used for the safety and security of the school facilities, plants, equipment and other properties. The total number of students enrolled each year would determine the annual budget. The school MOOE for the year is being utilized for different school expenses such as electricity, school and office supplies, travel, labor, and wages of job order personnel. However, a large portion of the school MOOE is allocated for repair and maintenance of the school and for the implementation of its PPAs focusing on the four (4) pillars in education.

Beginning this Calendar Year 2023, each school in the Department of Education, Schools Division Office of Kabankalan City crafted the School Improvement Plan for six years prioritizing their PPAs that address their needs through various PPAs. The SIP serves as basis for AIP and APP which are formulated based on pieces of evidence, results, and intended outcomes for the learners. The focus of the AIP 2023 is centered on the Intermediate Outcomes (4 Pillars) Access, Equity, Quality, and Learner's Resiliency & Well -Being, and the enabling Mechanism-Governance reflected in the Basic Education Development Plan.

Kabankalan National High School is one of the biggest schools in the SDO of Kabankalan City which has implemented Senior High School. To have a guide in the implementation of different programs, projects and activities for the learners it should have an Annual Implementation Plan for every year based on its School Improvement Plan (SIP). KNHS belongs to a non-implementing unit, hence its Maintenance and Other Operating Expenses (MOOE) received through the division office. Through its AIP and APP, the different stakeholders both internal and external will have a blueprint to implement the shared goals and objectives. Thus, this study intended to investigate how Kabankalan National implement the Senior High School Program operates using its allocated funds and resources.

Research Objectives

Kabankalan National High School had fully implemented its Senior High School program for five years to provide the final phase of basic education

accessible to those Kabankalanons who live in the city proper and nearby barangays. With its full implementation it carries many problems on the four key performance indicators.

This case study aims to determine how the school principal manage the given MOOE and JDVP fund for Calendar Year 2023 in the implementation of Senior High School. This study further investigates how the given resources of the government to senior high school affects the improvement of education on the different key result indicators through judicious expenditures.

This study was conducted to find out how MOOE and JDVP funds on the Key Performance Indicators per pillar.

1. Pillar 1 Access

- 1.1 To improve Physical Environment for Learning;
- 1.2 To cater all Senior High School enrolled for SY 2022-2023;
- 1.3 To improve availability of learning materials and equipment; and
- 1.4 To track down the school leavers in the first semester.

2. Pillar 2 Equity

- 2.1 To give equal opportunity to SHS learners with disability.

3. Pillar 3 Quality and Relevance

- 3.1 To improve curriculum implementation and instructional delivery;
- 3.2 To improve the student's performance in all subject areas in the 3rd and fourth grading period;
- 3.3 To improve the nutritional status of learners;
- 3.4 To strengthen instructional supervision; and
- 3.5 To employ effective school management and administration?

4. Pillar 4 Learner's Resiliency and Well-being

- 4.1 To ensure safety of the school personnel and students inside the school campus; and
- 4.2 To provide conducive teaching -learning environment for students and school personnel.

Case Proper

Kabankalan National High School belongs to a very large school in Schools Division Office of Kabankalan City located at the heart of the city along Cordero

Street, Barangay VIII. It caters vast number of learners yearly coming from different nine (9) barangays in the city proper and the nearby barangays. It offers four years of Junior High School and two years of Senior High School with eight (8) learning areas as part of its core curriculum. On the other hand, the special children hearing-impaired and visually impaired attend classes through the SPED center while those who are artistically inclined are enrolled at the school's Special Program in the Arts (SPA). The school offers three (3) academic strands for Senior High School: Humanities and Social Sciences, Accountancy, Business and Management Strand (ABM); Science Technology, Engineering and Mathematics strand and two Technical Vocational and Livelihood (TVL) specializations which includes Cookery and SMAW.

Senior High School enrollment has a total enrollment of 1001 for School Year 2022-2023. There were 20 classes and 0 classroom with 12 personnel assigned. Since there are no teachers to teach in the SHS, fifteen (15) JHS teachers temporarily assigned to teach at the Senior High School known as *hybrid* teachers. The following are the data on school performance on the four pillars for SY 2022-2023.

School Performance on Access

Table 1. *Enrollment*

OFFERINGS	FIRST SEMESTER			SECOND SEMESTER		
	Male	Female	Total	Male	Female	Total
1.Humanities and Social Sciences (HUMMS)	192	191	383	174	168	342
2.Accountancy, Business, and Management (ABM)	8	41	49	8	37	45
3.Science, Technology, Engineering and Mathematics (STEM)	13	18	31	13	17	30
4.Technical Vocational and Livelihood Track (Cookery)	24	26	50	20	19	39
5. Technical Vocational and Livelihood Track (SMAW)	46	5	51	36	4	40
Total	283	281	564	251	245	496

Table 2. *School Leavers*

Offerings	FIRST SEMESTER			SECOND SEMESTER		
	Male	Female	Total	Male	Female	Total
1.Humanities and Social Sciences (HUMMS)	0	0	0	18	23	41
2.Accountancy, Business, and Management (ABM)	0	0	0	0	4	4
3.Science, Technology, Engineering and Mathematics (STEM)	0	0	0	0	1	1
4.Technical Vocational and Livelihood Track (Cookery)	0	0	0	4	6	10
5. Technical Vocational and Livelihood Track (SMAW)	0	0	0	10	1	11
Beauty Care						
Total	0	0	0	32	35	67

Based on the enrollment data in the different tracks there are no dropouts within the semester. However, in the second semester there are school leavers in the different tracks.

School Performance On Quality

Table 3. *PHIL-IRI IN ENGLISH*

Grade Level	Enrollment	No. of Learners Tested	Group Screening Test (GST) Below 13	Above 13
Grade 11	563	342	245	97

Table 4. *PHIL-IRI IN FILIPINO*

Grade Level	Enrollment	No. of Learners Tested	Group Screening Test (GST) Below 13	Above 13
Grade 11	563	536	527	9

Kabankalan National High School opened for School Year 2022-2023 last August 26, 2022. With a huge increase in its enrolment, the school led by its school head decided to have limited face to face classes in which classes were divided into two groups, one having modular mode of delivery and the other face to face learning in school. With this situation the PHIL IRI focal persons conducted the Group Screening Test for both subjects from late October until November 2022. The tables show the results, and they reveal that the two- year modular distance learning caused students lack of reading and comprehension abilities. Only a few were identified to have pass the said assessment. As of this January 2023 the focal persons lead in the administration of individual Graded passages (Pre-Test) and identified students for Remedial Reading Program.

School Concerns On Equity And Inclusion

Challenges faced by teachers when teaching SPED classes are being considered as potentials to render such duty to every learner. The current status of the problem which was the challenges faced by teachers when teaching learners with developmental disability had overcome this scenario in Kabankalan National High School.

Despite the insufficient resources and other materials in teaching students with disabilities, the teacher finds possible ways to teach them. The teacher has the ability to modify some parts of the curriculum in the

regular classes of the curriculum of the SPED classes. The SPED learners are mainstreamed in the regular class.

Resiliency And Well-Being

Resilience is the capacity to adapt well when faced with adversity or stress. It helps students stave off the potential negative psychological effects of challenging experiences. It involves more continuing to persist despite difficulty resilient students interpret academic or social challenges in a positive way.

The nutritional status of students in SHS for this school year shows that there are ten (ten) students or 1% were identified as severely wasted. The school made a strategic objective to increase their Body Mass Index in which different strategies to combat the malnutrition.

There is no incidence of bullying in the Senior High School because of the collaborative effort of the school internal and external stakeholders. Peace and order is always maintained in school.

The school is vulnerable to both natural hazard and man-made and structural hazards. The natural calamities include typhoon, floods, and earthquakes. The man-made and structural hazards include fire and collapse of a school building due to the age of electrical systems, structural integrity and length of existence.

The challenge now is the delivery of quality education to affected areas and the provision of better learning atmosphere for the students. The priority of the Risk Plan is ensuring resumption of classes as soon as possible and the provision of spaces and tents, learners and teachers kits, alternative delivery mode modules and other instructional needs. Since the school has a very large population with a big shortage of teachers, classrooms, facilities and equipment it is a big challenge to ensure safety and delivery of quality education.

School Concerns On Governance

School Based Management. Kabankalan National High School has attained Level 3 in management of the school in the recent validation. The validation shows that the school has very satisfactory ratings for leadership and governance and satisfactory ratings for curriculum and instruction, accountability, and continuous improvement.

Human Resources. Human resources are arguably a

school's (or any organization's) most valuable resource. Human resources are the people that comprise the staff of the organization.

Teaching Personnel. Senior High School teaching composed of 11 Teacher II position, and 1 Teacher III with whom 11 have bachelor's degree and 1 Master's degree.

Non-Teaching Personnel. The school is managed by school principal. It has one registrar, one Administrative Officer who are regular permanent. For job orders there is one office clerk and two and 2 security guards for day and night shift.

School Resources. The school maintenance and other operating expenses are funds allocated to public schools. It is spent on activities and commodities that support the learning programs and keep school safe and secure. The total number of students enrolled each year will determine the annual budget. The school MOOE for the year is being utilized for different school expenses such as electricity, office supplies, travel, labor, and wages. A large portion of MOOE is allocated for repair and maintenance of the school.

The salary received by the regular employees comes from the national government. In 2023, the fourth tranche which is effective from January 2023 with Teacher I (SG 11) starting their monthly salary of P27,000 Teacher II (SG 12) with P29,165, and Teacher III (SG 13) with salary of P31,320. The salary of 2 non-teaching personnel is SG 11. Below is the Annual School Budget for Calendar Year 2023

Table 5. *Annual School Budget C.Y 2023*

<i>A. Personnel Services</i>	<i>Amount</i>
BASI Basic Salary : Teaching Personnel	
Teacher III (SG 13)-1	375, 840.00
Teacher II (SG 12) -11	3,849,780.00
Non-Teaching Personnel	324,000.00
Registrar (SG 11) -1	324,000.00
Administrative Officer (SG) 1	
PERA	336,000.00
MIDYEAR -BONUS	406,135.00
Year -End Bonus	406,135.00
Cash Gift	70,000.00
PEI	98,000.00
Pag-ibig	16,000.00
Philhealth	247,497.60
Total	6,453,387.00
Maintenance and Other Operating Expenses	
Traveling Expense-Local	60,000.00
Training Expense	165,000.00
Office Supplies	411,328.60
Other Supplies and Materials	154,671.00
Internet Expense	42,000.00
Mobile Loads	18,000.00
General Services	300,000.00
Grand Total	1,151,000.00

The Annual Budget for Senior High School shows that the personnel assigned received salary and benefits judiciously. They also have MOOE for the maintenance and operating expenses for the implementation of curriculum as well as for the different programs, projects and activities for the calendar year.

The Maintenance and Other Operating Expenses (MOOE) is the allocated funds for public elementary and secondary schools that can be spent on activities and necessities (i.e. electricity and water) that support learning programs and help maintain a safe and healthy environment in schools. The allocation of MOOE in every school is through the Boncodin formula : School's MOOE = Fixed amount + (Allowable amount x Number of Classrooms) + (Allowable amount x Number of Teachers) + (Allowable amount x Number of Learners)

For Secondary the fixed amount is 80,000.00 while the variable costs for every classroom is 6,000.00, for every teacher is 8,000.00 and for every learner is 400.00.

In the case of Kabankalan National High School where there are no classrooms assigned for Senior High School and has a shortage for teachers, the MOOE received is only determined by number of learners enrolled. Another resource received by the school from the national government is the Joint Delivery Voucher Program (JDVP) for Senior High School for TVL students amounting to 12,550 per learner.

The case study will focus on how the school head manage the implementation of different programs, projects and activities (PPAs) anchored on the Key Performance Indicators using the allocated MOOE and the implementation of JDVP funds for TVL learners.

Constraints

The school head and school personnel tried their best to do what is best for the school and learners. However, there are constraints that hinders the implementation of senior high school. The school has no buildable space for senior high school. The lot is allotted only for learners of Junior High School. Another, the enrollment is increasing every year, thus it needs teachers and the hiring is on the capacity of

superintendent and not on the principal. The teachers need is addressed three years after its encoding in the Learner's Information System where enrolment is being reported at the central office. The teacher need is beyond the control of the school head. The problem on teacher need for this year will be addressed three years after. Another constraint the MOOE allotted for senior high school is not enough because the number of classrooms and the number of teachers is not included in the summation of the amount. Another, there is no appointed assistant principal or head teacher designated for senior high school that would assist the principal in the school, financial and instructional supervision. The Senior High School teachers composed of twelve (12) and this needs a school head or department head to manage and supervise the senior high school.

Alternative Courses of Action

Pillar 1 Access

There are many problems that hinders the implementation of the Senior High Program in Kabankalan National High School. However, there are still feasible actions that help solve the different constraints that hinders its implementation. The school head through the assistance of the book keeper and Administrative Officer II assigned for Senior High School in the financial management. The focal person designated for Senior High School oversee the implementation of the different programs, projects and activities. The different Master teachers designated in the junior high school helped the principal in the implementation of the curriculum in the Senior High School like the distribution of teaching loads, grade level assignment, assignment of ancillary services, subject coordinators, and choosing teachers in JHS to become hybrid teachers. The hybrid teachers fill in the gap of lack of teachers so that all learners enrolled will be catered.

One of the biggest problems of implementation of Senior High School in KNHS is that there are classrooms for allocated for Senior School. So, the principal with the technical assistance of the division personnel in the CID with the collaboration of the PTA agreed to have a shifting of classes for Junior High School so that the senior high school learners could be cater and their classes are conducted daily. Another intervention is that the new two-storey building composed of four classrooms are used for laboratory for STEM and TVL. The school received four temporary learning shelters from the Central Office and three from Local Government Unit (LGU) of

Kabankalan City to address the classroom needs. The congresswoman through its office donated also chairs to be used in the new building. The TVL SMAW learners make a laboratory tables and other furniture to augment the needs of furniture. All the expenses needed were taken from the school MOOE. The principal and teachers work collaboratively to address the lack of learning materials through the Learning Resource Management System. The internal stakeholders continuously established strong linkages to non-government organizations (NGOs) and government organizations (GOs) for the procurement of other learning materials, equipment and facilities which the MOOE fund could not provide. The teachers conducted home visitation to student at risk of dropping out (SARDOs) and tracked down those learners who became school leavers.

Pillar 2 Equity

The school offered equal opportunity to learners with disability. There are SPED teachers being hired who teach these special children with disability. The school also tapped to the LGU to give them teachers who will act as shadow teachers because the SPED learners were streamlined together with the regular learners. They were assigned to different tracks of their choice.

Pillar 3 Quality and Relevance

The division personnel in the three functional divisions the Office of the Schools Division Superintendent (OSDS), School Governance and Operations Division (SGOD), Curriculum Implementation Division (CID) continuously give technical assistance in the implementation of the different programs, projects, and activities (PPAs) in the school through their respective functions in accordance with the key result areas. The OSDS lead and manage the work of the team including the accounting department to help ensure that the resources given to the school are well implemented for sustainable programs and projects to establish and manage a conducive learning environment and ensure every learner have the access to quality education. The SGOD to support and capacitate the school head and other school personnel in ensuring a conducive learning environment to quality standards of governance and operations. It ensures the effective and efficient delivery of education services in the senior high of KNHS. The Curriculum Implementation Division (CID) composed of learning area experts, district leaders whom the undersigned belongs, the Learning Resource Unit and Alternative Learning System (ALS) worked together

to give TA and advices to school head and teachers of KNHS in terms of instructional delivery, curriculum framework, curriculum guide, teachers' guide and learners' materials. The district supervisor monitors the implementation of MOOE and make sure that the school utilizes the funds in accordance in the Annual Implementation Plan (AIP), Annual Procurement Plan (APP), and monthly cash program. All the necessary learning materials, equipment, facilities, office and school supplies are included in the different plans so that they can be included in the procurement. The nutritional status of the learners were also given priority. Those who belongs to below normal were given school feeding program and the funds were taken from the income in the school canteen and from the HRPTA funds.

Pillar 4 Learners' Resiliency and Well-Being

To ensure the safety of learners. resiliency and well-being the school conducted the quarterly symposium by grade level on bullying and rights of the child. The rules and regulations of the school were oriented at the beginning of the school classes through homeroom PTA to parents and symposium to students. The school gives focus also focus on the guidance and counseling for the students, the construction of guidance office is included in the plans in the AIP. To have an easy access and retrieval of school records of learners the procurement of desktop computer is also included in the plans. Steel cabinet with lock is also procured for the security of hard copy of school records of the learners. The conduct of various activities across learning areas such as SciMath Month Celebration, Training Workshop on Math Investigatory Project, Language Festival of Talents, Reading Month Celebration, School Press Conference, Scilympics, Intramurals, training on the different sports activities, United Nations Celebration, Teachers' Month Celebration are also included in the budget for every school year. The school personnel tap the experts on both NGOs and GOs to conduct first aid training and life- saving skills so that during disasters, calamity the students and school personnel had the knowledge on what to do. The school provided each classroom the medicine and first aid kits. To make the school eco and environment friendly it practices zero waste management, improve the drainage system, enclosure of fence on the school campus. Hiring of security guards, school utility and job order personnel such as clerks so that their wages also included in the different plans. These personnel help in the maintenance of school security and safety. The clerks help the teachers and school head do clerical works so that they could focus on their major

functions: instructional supervision and teaching.

Analysis of the alternative Courses of Action

To address the problems in the implementation of Senior High School at Kabankalan National High School the principal and teachers work collaboratively with the division personnel in the three functional divisions. Through the technical assistance of the undersigned being the District Supervisor I see to it that all the projects, programs and activities of the Senior High School are included in the 6-year School Improvement Plans. In the implementation of this year PPAs, all the required expenditures are included in the Annual School Budget, Annual Implementation Plan, and Annual Procurement Plan. To address the problems in the shortage of classrooms the principal asked permission from the division office to have a double shifting of JHS so that the SHS could have a full time for use of the classrooms full time daily. The new two-story school building donated by the Security Bank are used for the laboratory of Senior High School in the different tracks. Through the coordination of the three functional divisions the KNHS is one of the priority schools in the SDO of Kabankalan City to be given by temporary learning classrooms (TLS) from the Central Office and LGU of Kabankalan. Four learning TLS were built for Senior High School. The amount for its labor and other needed materials which were not given by the LGU were taken from the MOOE. To address the teachers' needs the teachers appointed at junior high school are assigned at the Senior High School as hybrid teachers so that all learners could be catered. All the school leavers were tracked down by their respective advisers. All the allowable learning materials, school and office supplies, and equipment needed for teaching and assessment of learning were really included in the Monthly Cash Program for procurement every month. The amount allocated for school repair and maintenance were judiciously spend for that.

To give special opportunity to SHS learners with disability they are catered in whatever strands they will have. The JDVP fund allocated for different tracks were given to the TVL students for assessment which include the SPED learners. The learners with disability who are enrolled in the TVL tracked are included in the 100% passers for NC II.

To improve the curriculum implementation and instructional delivery the school head allocated funds for trainings with in the division, regional, and national trainings for school head and teachers. The education program supervisors identify the teachers in the

different learning areas for training through the coordination with the principal and district supervisor. The school learning action cell is done every month in which the budget is taken from school fund, PTA and MOOE. To improve the reading level, the learning assessment of learners in every quarter the principal included all the school instructional materials (SIMs) needed for classroom instructions in the different plans. The nutritional status of learners is also given priority through feeding program. This was initiated through the combined efforts of the parents and teachers. The funds are taken from HRPTA, school canteen and General PTA. To ensure that effective management and supervision and the utilization of MOOE and other funds the three functional divisions monitored and evaluated the different PPAs of the school in accordance with their Key Result Area.

To ensure the safety of the teachers and students inside the school campus the wages for security, utility, and clerks are included in the monthly cash program. The wages given are given on time, so therefore liquidation is done on time. Provision of conducive learning environment to students and teaching personnel is also given priority in the allocation of budget.

To establish transparency to different stakeholders all the expenses from the different sources were posted in the transparency board in the conspicuous place.

Conclusion

This case study's biggest challenge is how the Senior High School implemented in spite of the limited resources such as staff, physical space, finances, equipment, technology and time the school received from the national government. Despite the challenges encountered, the school head and the school personnel were able to find ways and means to use the available resources to meet the requirements and to ensure the delivery of Senior High School curricula at KNHS and to contribute to the mantra, no learners should be left behind. It was also evident that the principal as the Chief Executive Officer of the school made crucial decisions based on reliable data. Moreover, the strategic objectives in the different pillars are performed through identifying, measuring, analyzing, interpreting and communicating the different financial information through the different plans crafted for this school year. The different financial plans served as blueprint in the expenditures of the different resources. The school practiced austerity, efficiency and effectiveness in implementing the different programs,

projects and activities for Senior High School. The three functional divisions (OSDS, CID, SGOD) of Schools Division Office of Kabankalan City continuously give technical assistance to KNHS through monitoring and evaluation on different PPAs including the scheduling, budgeting, and planning. Collaboration and harmonious relationship are the key points to implement a certain program in the attainment of the goals and objectives.

Based on the analysis of the alternative courses of action the following recommendations are formulated: (1) Maintain the best practices by religiously following the different budget allocated for each program, project, and activity (PPA). (2) Sustain the strong partnership with the internal and external stakeholders for the construction of more classrooms in KNHS. (3) Since KNHS has no buildable space the building should be built in the future should be high-rise, thus tapping the experts on this is considered necessary. (4) Use the Teacher Requirement Analysis (TRA) results in identifying teacher need and request from the division. (5) Coordinate with the Social Mobilization in the SGOD to receive more donations on facilities, equipment, and learning materials needed by the senior high school learners. (6) Upgrade internet connectivity of the school by shifting to a much better internet subscription. (7) The Senior High School coordinators will continue to look for new Joint Delivery Voucher Program (JDVP) partners for future tracks. (8) Include in their contingency plan the learning delivery modality to ensure uninterrupted delivery of lessons even during natural and man-made calamities and disasters. (9) Capacitate and empower potential teachers and personnel for seminars, training, scholarships, and promotion in the Senior High School Program: Department Head, Master Teachers, Head Teacher and Teacher II and III based on DepEd Order No. 7 series of 2023.

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- ## Affiliations and Corresponding Information
- Jesusa G. De La Paz**
Department of Education – Philippines
- Jonathan M. Gerangue**
Kabankalan National High School
Department of Education - Philippines